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ABSTRACT

This Region V conference called by the Secretary of Health, Education and Welfare, brought together 249 participants from six midwestern states to discuss how career education of youth and adults and the needs of the economy are being met, to determine the role of vocational education in the process, and to identify methods of redirecting education in the 1970's so that secondary students will be prepared for immediate employment or further education. The general consensus of the 2-day conference was that the present total educational system is inadequate but that vocational education has generally provided relevant and useful services for its students. The prepared career education concept was accepted with these reservations: (1) that elementary school children not be programmed along specific occupational lines, (2) that content of specific vocational education not be "watered down," (3) that completion standards for school-industry programs be jointly established, (4) that career education not be dominated by general education or similar philosophies, and (5) that vocational educators participate in policy formation, program development, and implementation. Other regional conference reports are available as VT 013 385-013 387, VT 014 205-014 210, and VT 014 228 in this issue. (SB)

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### ACKNOWLEDGMENTS

The United States Office of Education acknowledges with gratitude and sincere appreciation the participation of every person who attended the H.E.W. Secretary's Regional Conference on Vocational Education.

Many valuable contributions were made by persons representing youth, civic and community organizations, business, industry, labor, public and private education, and local, state and Federal government. These contributions were essential to the assessment of the present status of vocational education as a first step toward the development of better ways to deliver career education services to people of all ages in all communities of the States.

A conference of this magnitude requires the cooperation of many individuals and organizations. Although we find it difficult to list all individuals who made significant contributions, we recognize their importance toward making the conference successful. We especially wish to express appreciation to the speakers, panelists, group chairmen and group recorders, whose names appear in the Conference Agenda and in the List of Participants (Appendices II and III).

FORWARD

The Region V Fact Finding Conference on Vocational Education was held May 18-19, 1971 at the Sherman House, Chicago, Illinois. It was one of ten such regional conferences called by the Secretary of Health, Education, and Welfare for the purpose of bringing together knowledgeable and concerned persons who possessed competencies and interests that enabled them to furnish information required in the assessment of the availability and quality of career education opportunities in our present educational system.

The 249 participants addressed themselves to the following conference objectives: To assess the present status of education in meeting the career education needs of youth and adults; to determine the present status of the total educational system in meeting manpower needs; to examine the relevancy of vocational education in meeting the needs of the economy; to determine the relevancy of education to meeting the career education needs of youth and adults; and to discuss a proposed system of career education for the 1970's.

This Conference provided opportunity for every participant to express himself. The conference agenda, as contained in the Appendix, scheduled four general sessions. During each general session, selected speakers addressed the entire group of conference participants concerning one of the conference objectives. A reactor panel responded to each speaker with questions and comments. The fourth general session provided opportunity for persons in the audience to raise questions or make comments from the floor following the responses of panelists.

Following the first three general sessions, twelve small discussion groups, consisting of approximately twenty persons each, convened to conduct discussions. The topic of each group discussion related to the conference objective of the appropriate general session. A discussion guide was furnished to each group leader in order to insure that each of the points pertinent to the conference objectives would be covered.

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### SUMMARY

Conference participants generally agreed that the present total educational system is inadequate to serve the career education needs of youth and adults. Its traditional philosophical basis promotes educational programs and practices which are relevant to the needs of less than one-half of the students enrolled in high school. Preparation for college entry has received the most emphasis in the past. Only relatively minor attention was given to the needs of the vast majority of students who were not college bound.

The current educational system apparently prepares a percentage (approximately 50%) of high school graduates to meet college entrance requirements. Many of those who enter college do not complete the program. Limited opportunities are provided for students (less than 25%) to enroll in State approved high school vocational education programs. Students who are not included in college preparatory or vocational education programs are assigned to general education programs.

Actually, only a small percentage of high school graduates complete college programs. Those who drop out prior to graduation have no occupational competency. Vocational education graduates do enter gainful employment or go on to advanced vocational-technical education programs at the post-secondary level. The general education graduates (more than 25% of total high school graduates) leave school without having received any specific preparation for either work or college enrollment. The high school dropouts have even greater problems.

Vocational education, generally, has provided relevant and useful services for its students -- most of whom receive training related employment upon graduation from high school or enroll in related post secondary programs. Despite the success achieved under adverse circumstances, this program has not been given a chance to serve a majority of the students. Public schools have given the program only minimal attention over the past decades. Only recently, has vocational education received wide recognition as a program capable of serving the vast majority of youth and adults who need occupational competency.

Accountability must be an integral part of the total educational system. Vocational education should be held accountable for its functions, but it should not be held accountable for school policies over which it had no control.

The career education concept proposed for a revised educational system was accepted by conference participants and supported with certain reservations, namely, (1) that measures be taken to prevent the "programming" of the minds of elementary school students along specific occupational lines, (2) that the content of specific vocational education not be "watered down" during the process of developing the total career education program, (3) that the completion standards for specific occupational programs be jointly established by the school and the specific industry using the graduates, (4) that career education not be dominated by general education or similar philosophies and (5) that vocational educators play major roles in policy making, program development and

implementation.

Numerous expressions indicated concern that persons be trained for attainable job positions, and that adequate training opportunities be provided for persons who have already graduated from or left high school. Youth and minority groups should participate in the planning of career educational programs.

Labor, business and industry, and other representatives of the community must play a vital role in planning and implementing vocational or career education programs. This practice occurs in most communities of the States, however, it should be adopted as a requirement for every state and local program.

In-service education programs are needed for all teachers, counselors, administrators, and others who are to be involved in career education.



OBJECTIVE 1: ASSESS THE PRESENT STATUS OF EDUCATION IN MEETING THE CAREER EDUCATION NEEDS OF YOUTH AND ADULTS.

### General Session

Generally, the consensus of conference speaker and the panelists was that the present status of the total educational system is making relatively weak progress toward providing for career education needs of youth and adults. Dr. Paul Briggs, Superintendent, Cleveland, Ohio, City Schools said:

"I am attempting to think of one word that would express really the present status, and there is one that comes to mind that probably is as good as any, and that is 'inadequate.' It is inadequate particularly for the needs of today."

It was pointed out that a vast majority of young people who have left school before or after high school graduation do lack salable skills. Many of these persons are unemployed or unemployable today. They continue to "flow" through the process known as "general education" which apparently does not prepare them as responsible self reliant individuals who can assume their rightful share of respectability and responsibility as citizens of their communities. Dr. Briggs said:

"The urbanization of America is causing problems... We have a concentration of the unemployed, a concentration of the underemployable, a concentration of those who unfortunately are having to rely on programs of relief in order to exist. And all we have to do is take a look at the statistics of our State (Ohio). We are told by our Commissioner that in the cities of the north, the number of people on relief is increasing in our urban centers at the rate of 20 percent per year."

A recommendation was that the high school of the seventies must provide a comprehensive program that allows students a kind of flexibility to "move in many different



program directions" -- having options of entering employment or going on to further training or education. In this regard, Reverend John Erwin, PACE Institute, Chicago, Illinois said:

"...how are we going to go back and convince the educator that this change must come, and obviously has to? Perhaps it must come from the Federal level. I don't know...but somehow it has to come, and if it doesn't come soon, cities like Chicago and large urban metropolitan areas are simply going to blow-up in rebellion to the fact that people cannot function when they have no vocation and no direction in life."

Technological, social, and other changes in our society require changes in educational institutions that prepare people for life. The knowledge of recent advances into the theories of science, if it is to be implemented, will require a very large number of training people. So it is imperative that we establish a marriage between science, technology, and the kinds of vocational programs that will not be isolated from the mainstream of education. This action must be taken without further delay.

Vocational Education has met the challenges of past crises, but those accomplishments were related to specific problems of different decades and were different from today's problems. Problems of today mandate that vocational education must not function in isolation. It must function vigorously to provide services as authorized by the Vocational Education Act of 1963, as amended by the Vocational Education Act of 1968. But it must function as a full member of the total educational system -- providing services for all people of all ages as a part of the total process of preparing people for life in the American society.

### Group Discussion

Twelve groups of approximately 20 persons each addressed themselves to this conference objective. All groups agreed with the speaker and the panelists on the following points: Although the total system of public education seems inadequate to meet today's needs of society, the present and past challenges presented to the existing limited vocational education structured situation within these total systems have been met. Since the passage of the '68 Amendments, great strides have been forthcoming and total programs of career development are being implemented from K through adult education to provide an articulated program; the needs of the disadvantaged and handicapped have been recognized and programs developed to serve the needs of special groups; although still limited, except for cooperative education (which has seen considerable growth within the past 2 years) and the area vocational school, resources outside of the schools are being emphasized and utilized better than in the past history of Vocational Education.

The groups recognized the ineffectiveness of some of the ancillary services provided in public education especially the lack of career counseling. Possible remedies were massive in-service training and reorientation of the schools' counseling staff, through different approaches such as live-ins, work-ins, meaningful workshops, industrial participation. A complete revamping of the pre-service education of counselors is required to eliminate the dichotomy between college counseling and vocational counseling.

A major concern is that too few students find their way into vocational or career preparation programs.

The participants were quick to acknowledge the fact that education has not been responsive to all student and societal needs. The weaknesses of programs in vocational education are not unique just to this type of education. Many of the weaknesses of programs in vocational education are closely related to the commitment which has been made by various agencies.

There was consensus to the proposition that America is a land of workers. Normal expectation is that each citizen contributes to his own welfare and that of the society through some form of useful work -- all of which is honorable.

It would follow then that public education, as it prepares people for "life" must include and be concerned with education or training for employment. Since productive work is life and education is preparation for fuller living, academic and vocational education are elements of a whole and should be highly integrated and purposefully included in the curricula K-12. Just as vocational and career implications should permeate the formative years of education, academic education should be made available to school leavers and adults as they discover the need and become motivated for such learnings. A marriage would be commendable; a shot-gun wedding, ill advised.

Agreement was apparent on the postulate that schools and school personnel tend to resist change and thrive on the traditional without due concern for the consequences in an era of expanding knowledge and technology. This is disastrous.

Both academic and vocational education have been victimized.

Further, we have failed to establish sensible priorities in education and those we have are based on fallacious assumptions. Each governmental level is a party to a misuse of resources with a tragic result. The proportion of Federal and State funds relegated to vocational education as compared with academic and higher education is unrealistically low.

OBJECTIVE II: DETERMINE THE PRESENT STATUS OF THE TOTAL  
EDUCATIONAL SYSTEM IN MEETING MANPOWER NEEDS.

General Session

Expressions indicated feelings that the total educational system is not responsive to the needs of most of the people. Many people leave school without the necessary information, attitudes, and skills required for entry into desired employment. Mr. Philip Lerman, Chairman, Department of Industry, Labor, and Human Relations, State of Wisconsin, said:

"The tragedy of this failure is seen in the ghetto. Probably nowhere in our country today is the ineffectiveness of this education or manpower system in meeting the hopes, aspirations, and needs better delineated. Soaring unemployment statistics in this sector of our society spiral higher at an almost geometric rate. Federal and State programs have created a new bureaucracy which has done little to bring hope to the parents, let alone begin to find the real solution to educational and employment starvation which is the rule and not the exception. Nor have the gilded suburban ghettos escaped this malaise. Part of that failure lies in the narrowness by which we define manpower needs and the further narrowness by which we have compartmentalized our education systems. One is either college material or vocational material, and too often some are neither. Secondary school systems pride themselves on the number of students they deliver to colleges and universities and rarely consider post high school vocational-technical schools or community colleges as proper repositories for their school graduates. We have made a fetish of 'going to college' without giving any thought to other options available to young and old alike to continue to seek an education.

"The most recent consequence of our failures to properly assess and relate our education systems and manpower needs is reflected in today's job market. There are jobs going begging in many highly skilled areas. There are medium pay entry level jobs that cannot be filled in the service areas. There are serious shortages in the medical field in most areas of the country and little attempt being made to functionally relate these shortages to existing or new educational programs. And there are too many thousands of Black, Chicano, Appalachian and rural brothers and their children whose education or lack of it dooms them :

forever to being outside the system. And, worst of all, we have for the first time in fifteen years a very serious oversupply in the teaching profession, in marketing, in engineering, and in the hard sciences."

One recommendation for attacking the problems is to destroy the artificial barriers between the various educational institutions and their compartments. Any marriage between various educational programs should include the humanities. A person lives in a total society and must be prepared at all stages of his life.

Flexibility must exist at the elementary, secondary, and post secondary levels of education. Students must be encouraged and given opportunities to explore all the possibilities of the real world in which they live. This exploration must include the open classroom, the world of work, and relate education to work in a positive fashion.

A necessary step toward dovetailing the manpower and education system is to put together projections and statistics of where we have come from and where we are going, in terms of careers and career choices. The art of projection should be used so as to forecast things. Mr. Lerman said:

"So, given the state of the projection art for both occupational growth and for graduate output, a more helpful way of judging vocational education's response to manpower needs is to look at projected enrollment growth in growth occupational areas, 1971-75. Let's isolate the areas where we find expansion taking place and let's try to do it in a definite period of time. We find that vocational programs are responding to manpower needs, and are responding in very unique ways.

"We have vocational school districts which have thrown away the book as far as semesters are concerned.... they talk about 8-week courses and 9-week courses and 12-week courses, bringing people in, training them quickly, putting them on the job, and then bringing



them back later for further education. Throw the book away. Throw the walls away.

"We have gotten really hung up in a kind of tradition, and I must say that I find it true in the years I have spent in education -- incidentally, I was a volunteer except within the last few months -- that the most conservative and reactionary element in our society are the educators. We are so hung to tradition...."

Schools should seek information from appropriate agencies concerning occupations. They should make follow-up studies of graduates according to regular time schedules. There should be a great deal more occupational counseling in the schools. Curriculum renovation is essential.

To overcome the dichotomy between academic and vocational preparation, a thorough rebuilding of the total school curriculum is essential, integrating education about work and one's place in the labor market with relevant academic preparation. The two should not be separated.

Mr. Lerman further stated that:

"ESEA, Title I and IV money should be set aside for exemplary curriculum development projects at State and local levels tying in occupational preparation to all academic learning, and funding state education agency staffs to work full time with school districts to revise their curriculum toward an occupational focus."

#### Group Discussions

Concern was expressed that education, labor, and business and industry are not in touch with each other. Effective communication links have not been established. Industry is especially concerned about this condition. Other agencies involved in "patch-up" educational endeavor also have problems of contact, communication, and acceptance as well. The total public educational enterprise has not learned to:



utilize the total communications media to inform the public (people, if you please) about what is available, what may be accomplished with ample support, and about needs to be met. The story of vocational and technical education must be taken to the people in a way that the word will be heard by all.

Listed below are some of the most frequently discussed program concerns and recommendations for better serving student needs.

1. More students should be given an opportunity to participate in vocational programs.
2. Counselors should provide information and services to students whose careers require less than a baccalaureate degree as well as to those who are college bound.
3. Reward system for teachers needs to be changed.
4. Every teacher should be made aware of occurrences in occupational fields. Every teacher is a counselor.
5. Concept of differentiated staffing needs to be implemented to utilize the most competent instructional staff at all times with less recognition given to academic degrees earned.
6. Techniques for identifying real student needs must be refined and utilized.
7. Federal, state, and local resources are currently allocated disproportionately in favor of college preparatory programs.
8. Instruction all too frequently is not geared to the world of reality.

9. Teachers are key to the success of any educational program. Truly dedicated teachers are difficult to find.
10. School boards become too involved in political type activities and devote too much time to school bus-ing, football, etc., and don't have an opportunity to become involved in terms of student needs.
11. Too many adults are under-employed but have ability and aspiration for higher levels of employment.
12. Education must be person centered with major emphasis given to individualizing instruction.
13. K-Adult career education programs must be developed so that each student will either be prepared to enter the world of work or continue his formal education. Specifically the following three levels of education were suggested.
  - a. K-8 Career Information
  - b. 9-10 Career Exploration
  - c. 11-12 Career Development

OBJECTIVE III: EXAMINE THE RELEVANCY OF VOCATIONAL EDUCATION  
IN MEETING THE NEEDS OF THE ECONOMY.

### General Session

Many conference participants expressed disappointment with the total system as it presently exists, because too few students are provided adequate opportunity to acquire career preparation experiences and skills. Many good vocational education programs are in existence, but are not always used so as to serve many students who could profit from them. Recognition was given to both strengths and weaknesses of existing programs.

Mr. Howard Wiechman, National Administrator, Technical and Vocational Education, Portland Cement Association, Skokie, Illinois, expressed the opinion that the schools as structured today are not meeting the demands of the economy -- nor, the demands of the students. He said:

"I'm not going to belabor the point of why this is so. Maybe it's because society demands youth be prepared for college or maybe the educators have overstressed the four-year college and graduate work as the end result of high school. Perhaps industry has demanded a bachelor's degree for the jobs which a high school graduate could perform. I would guess the emphasis on college is the result of a little of each. At any rate, we must deal with the reality of the situation as it is -- and we must tell it like it is.

"Starting with the fact that vocational education is not popular and that most existing programs are not doing the job of preparing people for the world of work, how can we go about solving these problems?"

Mr. Wiechman suggested four basic things that need

to be accomplished:

1. Change the attitudes of the public toward vocation-

al education.

2. Develop better and more meaningful programs.
3. Involve industry in vocational education.
4. Get legislators at all levels to allocate more money for vocational education.

Public relations programs are to inform the public, educators, and others about the accomplishments, status, and value of the program. It is essential that educators and others be aware of the projection that by 1980 it is estimated that not more than 20 percent of the jobs will require a baccalaureate degree. High school counselors must be made more aware of alternative choices.

Career education programs should not be limited to what has traditionally been done in school. Resources of industry, business, and private agencies of the community should be used in the total career education process -- including planning and implementation of programs.

#### Group Discussion

The consensus was that there are no longer many opportunities available which maintain the philosophy of "send me someone who can read and write and I will train him." The school, industry, labor and the community must get together and work together to develop and maintain good programs.

The lack of continuity of funding of programs presents a real problem. Federal and State governments could help by improving many current practices related to appropriations and allotment of funds. The Secretary and members of Congress ought to work for appropriation of vocational education funds to

the full extent of authorization in P.L. 90-576.

Vocational education has met the challenge of training masses of workers during past emergencies. If given adequate financial resources, it can expand and establish linkage with other programs and agencies to provide good career education for all persons who need it.

Conference participants from the State of Ohio described the status of their programs to the conference. Their report was recognized as being representative of procedures and attitudes of several States and communities. The description is summarized as follows:

Q. 1 - "What are the strengths and weaknesses of current vocational education programs? To what extent do the weaknesses reflect administrative shortcomings rather than unsatisfactory legislation?"

A. Strengths

(1) The vocational education program in the state of Ohio is the most massive delivery system for training and retraining available for services to the people of Ohio. The public vocational education program is the only program that can serve youth, starting with a pre-vocational, or career motivation program in kindergarten through Grade 10, preparatory vocational education, apprenticeship training, upgrading and provide retraining services to youth and adults throughout their work life.

(2) The vocational education program in the state of Ohio has organized into a system concerned with

- a. changing the value systems and consumer practices in the homes of the disadvantaged people in the inner-city sections of our major cities;
- b. development of a career motivation program in kindergarten through Grade 6, career orientation program, Grades 7 and 8 and career exploration program, Grades 9 and 10 to enable the students to make reasonable choices concerning their future occupation at age 16;
- c. the development of programs for dropout-prone youth at ages 14 and 15, based on the concept of using work as an adjustment procedure to lead the young person to an improved choice of his educational program when he reaches age 16;
- d. the development of a broad program of vocational education for youth at age 16 and up to provide them with the skills and technical education essential for entrance into and progress in occupations;
- e. the development of organizational patterns within the field of education in order to bring together the student base and tax base essential to develop the scope of program needed to meet the needs of students at all ability levels and a broad range of interests;
- f. expansion of two-year post-high school technical programs designed to prepare persons for occupations growing out of the technological change in

industry and business;

- g. the provision for apprenticeship-related instruction programs provide the necessary technical instruction to persons learning their skills through a formal apprenticeship program;
- h. provisions for the establishment of supplementary training programs to assist employed workers to upgrade themselves in their present jobs or to prepare for a new job.

(3) The ability to adjust to national emergencies as evidenced by the successful efforts of the federal-state-local relationships in vocational education in war production training in World War II, veterans training, and manpower training.

(4) The ability to adapt to meet national goals and changing socio-economic needs as evidenced by the changes in vocational education since the Vocational Education Act of 1963 and the Amendments of 1968.

(5) The quantity of services delivered by vocational education, since over 323,000 people were served in Ohio during the 1970 fiscal year and over 8,000,000 people served nationally by vocational education.

(6) Vocational education districts in Ohio are organized to provide sufficient student base and tax base in order to provide a breadth of vocational education services for youth and adults.

(7) The scope of vocational education programs for the disadvantaged and handicapped have been expanded to the



point where they can help the public school systems in the major cities to make significant changes in the social and economic systems within those cities.

(8) The educational leadership in the state of Ohio, including the State Superintendent of Public Instruction, are convinced of the need for broad expansion of vocational education programs and are working diligently to achieve the minimum goals established by the State Board of Education.

(9) The state of Ohio has provided \$75,000,000 to match local dollars for the construction of vocational education facilities in accordance with the plan established for vocational education.

(10) The state of Ohio makes significant investment of state funds through the foundation program in vocational education programs at the high school level and through separate funds within the state budget for out-of-school youth and adult programs.

(11) Vocational education programming is directed at social and economic problems of youth and adults. At the preparatory program level in the high school vocational education becomes a core program, built around the occupational goal of the person enrolled. It includes in that core program skills, technical knowledge, work habits, attitudes and safety judgments to enable a student to become employed and to advance in his chosen occupation.

#### B. Weaknesses

(1) The funds appropriated at the national level are much

too small in terms of the objectives established in the Vocational Education Amendments of 1968. Program planning and budgeting is needed in order to relate the goals and appropriations to the needs in the nation.

(2) Manpower programs are basically job training programs and therefore are vocational education. The control of this large and important program of vocational education, however, rests in the Department of Labor. It appears that the Department of Labor has consistently made efforts to develop competing systems of vocational education without success and more dollars are invested in vocational training through the Department of Labor than are made available for the total program of vocational education under the U.S. Office of Education.

(3) There has been a continuing loss of personnel in the Division of Vocational and Adult Education in the U.S. Office of Education to the point where that agency cannot maintain a leadership role in relationship to the states.

(4) The establishment of the ten regional offices in vocational education provided for a dispersment of personnel without the addition of sufficient personnel at either the federal or regional level to provide adequate services to the states.

(5) The Department of Health, Education, and Welfare, or the leadership of the U.S. Office of Education has not provided aggressive leadership in achieving the full funding of the Vocational Education Amendments of 1968.

(6) Within the state of Ohio, the basic problem is the passage of local levies to provide the local share for construction and operation of vocational education facilities. This reluctance to vote local levies is a problem for all education in Ohio, not only vocational education.

(7) Too many teachers and parents still consider the only acceptable occupations to be those in the professions.

(8) Vocational education is only one small unit in the massive Health, Education and Welfare organization, whereas the manpower unit in the Department of Labor is at the Assistant Secretary level. Such relative positions make it virtually impossible for the needs of vocational education to be given significant attention by HEW. The Department of Labor, with its direct input into the President from the Secretary level concerning manpower training, can and does give a higher priority to the training functions of the manpower than given under HEW.

(9) Experiences with the allocation of disadvantaged and handicapped money indicate that the major cities have not made long-range plans for the use of such discretionary funds to serve the out-of-school unemployed youth. It is obvious that they need assistance in planning for the educational services needed by the community outside of the secondary schools.

It seems that many of the weaknesses listed above are administrative shortcomings, principally at the federal level.

One administrative shortcoming at the state level is the separate control relationship between vocational and technical education, since the State Board of Education has the responsibility for vocational education, and the Board of Regents has the control of the technical education. "Our Division of Vocational Education, however, has a working relationship with the State Board of Education under a memorandum of agreement."

As indicated above, there is no funding pattern at the federal level for the goals established under the Vocational Education Amendments of 1968 which would enable the state to achieve the goals established by that Act.

Q.2 - "What is the proper relationship between vocational education and other federal programs, particularly in manpower and higher education?"

Vocational education has been a generic term, indicating preparation for work at the semi-skilled skilled and technical levels of employment. Vocational education provides the broadest delivery systems for vocational and technical education of any program organization in the nation. In this fiscal year vocational education serves over 8,000,000 people at all three levels identified above.

Program services are provided to the less able, average and above average students, normal, disadvantaged and handicapped youth and adults and in job preparation in occupations relating to agriculture, business, distribution, homemaking, health and trade and industrial occupations. It also invests in programs to improve

the home and family living through instruction for youth and adults in child care, money management, nutrition and home management. "The educational component of manpower training should be under the direction of the Bureau of Adult and Vocational Education, in the U.S. Office of Education of HEW." "An alternative would be to move vocational education out of the U.S. Office of Education and into a position of HEW which would permit it to participate with the Department of Labor on equal footing."

In relationship to higher education, the concern at the national level should be with the educational program to be provided, rather than the institution in which it is offered. Congress appropriates money through vocational education for the semi-skilled, skilled and technical levels. Experience has indicated that vocational education will treat technical education as a unique field of education and not as preparation for either skilled occupations or preparation for occupations requiring a four-year baccalaureate degree.

For the benefit of providing vocational and technical education services for people, funds should continue to be appropriated for those areas of education through the Vocational Education Amendments of 1968 to the one State Board of Vocational Education within each state, including the educational funds now assigned to manpower programs in the Department of Labor.

Q. 3 - "How can federal vocational education programs best

reflect the administration's interest in (a) the 'income strategy,' (b) the New Federalism and (c) the blue collar worker?"

At the national level there must be a determination as to the best vehicle to serve as a change agent for the social and economic order within the United States.

"It appears that the only vehicle for a massive change in the social and economic order must be the public education system." This is the only institutional organization in the nation that has a touch with almost all of the children during their most formative years, and in which billions of dollars are already invested. Vocational education can be one of the change agents to revitalize that system of education in order to encourage all youth, through a system of vocational education and guidance; to make a tentative choice through a career motivation, orientation and exploration program in Grades K-10; to prepare for employment or further education in the last two years of their high school program; to provide for youth and adult not only a broad preparatory vocational program at the high school level, but preparatory vocational and technical education programs beyond high school and a continuous program of retraining and upgrading services to employed workers throughout the life of the individual. There can be no income strategy without a major emphasis on the preparation of the majority of people for the work demanded in a technological society and the encouragement of all

people to participate in the world of work.

One significant problem serving as an artificial barrier to the preparation of students for entry into employment is "credentialism". Some industries require a high school diploma or an associate degree for entry into jobs that actually require less formal education. Labor unions have other barriers that serve to limit the employment of some persons even though they may have received appropriate vocational education.



OBJECTIVES IV AND V: DETERMINE THE RELEVANCY OF EDUCATION TO MEETING THE CAREER EDUCATION NEEDS OF YOUTH AND ADULTS.

### General Session

The conference participants generally agreed that, for the most part, current elementary and secondary school programs are somewhat irrelevant to the career education needs of youth. These circumstances serve to perpetuate the flow of inappropriately prepared persons who graduate from high school.

Dr. Haron J. Battle, Assistant Superintendent, Educational Services, Gary, Indiana Public Schools, said:

"As we face the future, it seems clear that we should view career education as an integral and vital part of the total educational experiences for all students. Responsibility for it must extend far beyond the few teachers assigned to vocational departments within schools or in separate centers. It must receive direct and continuous attention from many teachers, administrators, and community representatives.

"Our high schools have been primarily concerned with preparing students for college, although in many communities fewer than 50 percent of the graduates actually enter college and a large number of those who enter do not complete the program. Those students who are not in the college preparatory curriculum usually are assigned to such courses as general science, general mathematics, general shop, and general music, and other general areas. If they manage to survive through graduation, generally they are not prepared to do anything specifically.

"The rapid advancement in technology has changed the demands for career education. There seems to be general agreement that students leaving high school should have expanded skills or be ready to pursue a career through further study in a post high school institution."

The growth of career education during the past few **30** years was cited as being indicative of efforts being made to

ERIC meet the changing demands of students and the community. The

recent expansion of vocational cooperative education programs, and area vocational or career centers represents progress.

The career education curriculum, when categorized into occupational clusters, can begin to be associated with other curriculum content in the elementary grades. Student goals may be developed and refined through exploratory experiences in the junior high school, and vocational-technical education can take place during the last two or three years of high school.

Advisory committees representing the various occupational fields in the community are working with schools in determining the kind of training needed, designing facilities, selecting equipment, organizing the curriculum, and planning for placement of graduates. All school principals, counselors, and teachers are being urged to become involved in planning and implementing the over-all career education program.

Dr. Battle defined a course of action for the future as follows:

1. The learning experience must have elements that are common to the large body of effective experiences that the individual has had in the past.
2. The experience must be satisfying at the moment. This may involve a relation to natural interest, the social and emotional climate of the learning environment, methods of presentation, etc.
3. The learning must have meaning for the future which can be explained to the extent that the individual has a growing perception of its value.

Social and economic conditions that interfere with career development need to be changed. Educators can work with other agencies in making necessary changes and can provide within the school the kind of learning activities that are relevant to the past, present, anticipated future experiences and concerns of all students.

In order to establish a growing body of relevant past experiences we must begin career education in the primary grades to help young children recognize and appreciate various kinds of work, and have them begin the development of the basic cognitive and manipulative skills that are important in many occupations. Such experiences should be interwoven into the curriculum. They may appear in stories used for reading lessons, units in social studies, science, and other subjects. A variety of aids including field trips, films, pictures, outside speakers, and news media can strengthen experiences.

As students move through the middle grades and junior high school the schools should expand experiences to include extensive exploration in the occupational clusters and counseling assistance in making initial career choices. The goal in the senior high school should be to have students select and complete preparation for a specific occupation in the cluster, or be ready to continue such preparation through advanced study.

32

Panelists pointed out that the future focus in career education should be to the hard to reach, the hard to teach -- those who need the training the most. However, career education is needed for all students. There should be opportunities

for those with high ability in technical areas, as well as training programs involving people having limited abilities.

It was observed that the quality of vocational and technical education in general is largely determined by the relationship of the teacher, supervisor, counselor, administrator, with business, industry, and labor who use the products of programs. The training and experience of the teacher must be reinforced by good relationship between the program and those who use the product.

Some private schools have a good record of training and placing public school dropouts on jobs. They could be used to provide services to meet the needs of many persons.

#### Group Discussion

Group participants generally agreed on the following points:

1. Flexibility provided in the 1968 amendments has made possible tremendous program expansion with dramatic increases in enrollments.
2. Program emphasis serving the needs of all people has replaced the traditional narrow occupational education offerings of the past.
3. One and five year state and local plan requirements have fostered meaningful long-range planning and accountability not previously present in education.
4. New program development and emphasis under the Vocational Amendments have tended to improve the status of vocational education within the total

educational program. The States of Illinois and Indiana have good examples.

5. The public education system is a most capable and effective means for providing career education.
  6. Private vocational schools can play an important role in specific vocational training.
  7. Improved articulation among elementary, secondary, post secondary, and university levels of education brings implementation of the educational continuum concept in career education to all citizens. The progress made toward this goal in both Wisconsin and Minnesota is a good example of what can be accomplished.
  8. Vocational education administrators should be involved in policy making procedures at all levels of the system.
  9. The future of vocational education in most states is bright due to increased State legislative support.
  10. The purposes of vocational education could be achieved if given the necessary support on the Federal level.
  11. Federal funds intended for career education, occupational preparation, and occupational reinforcement should be administered through HEW and
- 34** coordinated with the manpower needs of the States and nation as determined by the Department of Labor and other sources.

12. The impact of categorical aids cannot be discounted and must be carefully considered in comparison with the potential of other methods of federal program support to States.
13. In concept, vocational education is designed to serve two groups: those in the labor market and those preparing to enter the labor market. The values inherent in adequate preparation for individual success regardless of the level of personal and occupational attainment far outshadow the potential for permanent success of a repair-oriented program. However, there is increasing evidence that repair-oriented programs are receiving more emphasis and financial support than the preparation program. These programs should be placed in proper perspective within their potential for results. Federal funding sources -- DHEW and Department of Labor -- should be articulated within and coordinated between Departments.

#### Program Weaknesses and Problems

1. The lack of Federal funds to approach authorization levels has caused extreme hardship on State vocational education departments and local educational agencies.
2. The Federal reporting system for vocational education needs improvement.
3. A major problem is that the sequence of courses as now offered in most high schools is scheduled to

serve the college bound. Many curriculum revisions are needed in order to enable good career education to exist.

4. Vocational education is being held accountable for the total school system's failure to provide opportunities for the majority of students to enroll in vocational programs.
5. There is fear that "after all rhetoric has faded out, the Secretary will issue a challenge to public education proposing a major curriculum change which would embrace the career preparation concept. Unfortunately, without substantial funding, the proposal will fall by the wayside..."



OBJECTIVE VI: DISCUSS A PROPOSED SYSTEM OF VOCATIONAL  
EDUCATION FOR THE 1970's.

General Session

The discussion emphasized the need for career education as proposed by the U.S. Commissioner of Education, Dr. S. P. Marland. Objectives for the 1970's were stated as follows:

1. Provide every high school graduate with a salable skill and assured entry to further education or training.
2. Provide individual students who leave high school before graduation with a salable skill and re-entry opportunities into education or training.
3. Provide career orientation starting in kindergarten, and provide guidance counselling and placement services for students at all levels of education, so as to assist them in making career choices, in making transition from school to work, in achieving job advancement, and in making job changes.
4. Assure every person the opportunity to obtain career-related skills throughout life, within or outside of schools, with employers assuming a definite role.
5. Emphasize secondary, post-secondary and adult vocational and technical education programs, including extra appropriate services for the academically handicapped, so that a higher proportion of specific skill training will occur.
6. Assure that every individual is prepared by education to lead a productive and self-fulfilling

life.

It was indicated that 80 percent of the nation's youth do not graduate from college, and for that reason the emphasis in educational program needs must be reversed. Also noted is the fact that unemployment rate among general secondary education graduates is more than three times higher than vocational education graduates, and the unemployment rate among minority youth is many times that of the national unemployment rate. People in the inner city environments are particularly disadvantaged in this respect.

The need for various new approaches to career education was emphasized -- including utilizing all appropriate resources inside and outside of the school. Maximum cooperation with business, industry, labor and private educational institutions was urged.

#### Floor Discussion

Questions and comments were received from conference participants in the audience.

#### Comments

The majority of the 249 conference participants accepted and approved the following six points for inclusion in the conference report:

1. "We approve of the infusion of vocational and technical education with general education if truly comprehensive career education is the result, but not if it is turned over to general education."
2. "We are concerned with the transfer of funds, staff and position and administrators, in part or in whole, from the Bureau of Adult, Vocational and Technical Education over to higher education,

which has resulted in several instances recent times."

3. "We are concerned with the HEW Office's lack of dynamic, positive action to adequately fund the vocational and technical education, career education, through any one of three ways -- allocations, redistribution, or supporting sound, full appropriations. All of this would help to implement the needs that have been brought out here at this Conference."
4. "We must let the Secretary know that we favor statutory establishment of the Bureau of Adult, Vocational and Technical Education as a statutory body, as provided in HR7429, known as the Occupational Education Act of 1971, which has complete bipartisan support."
5. "We should make completely clear to the Secretary, in a very friendly and forceful way, and all of his superiors and subordinates, that there have been great strides and vast improvements in vocational and technical education, career education, if you please, including the new innovative curriculums, improved administration all throughout the U.S., exemplified by you folks that are here today, but it will falter if those directly engaged in vocational and technical education, those of you at this Conference, are not consulted, supported, assisted, encouraged and financed."
6. "As a result of this Secretary's Conference, he must know the urgency for his administration to listen to and support the vocational-technical educators, true career educators themselves, as well as listening to the respective advisory councils and committees at the local, state and national levels."

Comments from individual participants included the following:

1. "Studies of cost effectiveness would indicate that for every dollar invested in vocational education from the federal level, the state and local communities invest from \$3 to \$10. There is no other federal program in which the states invest any significant amount of dollars. Such a comparison between the vocational education services and the other training services under the Department of Labor would indicate that the federal-state-local relationship of vocational education is a more effective and economic approach to providing vocational education services to youth and adults."

2. "There is a real question as to whether this is the time to change from categorical aid to block grants when state and local communities are faced with massive dollar problems. There is no question but what massive new directions in vocational education have been developed as a result of the changed goals in the establishment of the Vocational Education Act of 1963 and the Vocational Amendments of 1968."
3. "The concept of New Federalism must not make the mistake of assigning money to the states in such a manner as to relieve the state of existing investments, rather than assisting the states to invest in new and changing patterns of education, including a broad program of vocational education as described above."
4. "The blue collar worker must be made an equal partner in the world of work with the professional, or our whole economy will come to a grinding halt due to a shortage of skilled workers who care. The dollar cannot maintain its strength at home or abroad unless the productivity of all workers increases as fast or faster than the wage increases paid by business and industry."
5. "In addition to the job training programs identified above, research indicates that in order to change the input of youth into the schools, there must be a change in the disadvantaged and handicapped homes in order to change the value systems in those homes. There is adequate research to indicate that all the pre-school, headstart, kindergarten and other money expended upon children is wasted unless those investments make a change in the home. To date, I know that only vocational education is making investments in the inner-city sections of our major cities in an attempt to find a procedure to change the value systems of such homes."

Several conference participants expressed concern for the limited involvement of Black and Spanish-speaking persons in the administrative structure of vocational education and manpower programs.

Further concern was expressed for the apparent lack of adequate national and State support for youth organizations which provide essential educational experiences for

vocational education students.

The new focus on career education requires a major program of in-service training for teachers and school administrators and vamping of the curricula. The system of administering education at Federal, State, and local levels needs revamping.

Regional leadership conferences and workshops are recommended for persons engaged in career education.

APPENDIX ISECRETARY'S REGIONAL CONFERENCE ON VOCATIONAL  
EDUCATIONViews of Conference Participants - Part IIntroduction

The purpose of this document is to assure that every person has a chance to express his opinion about the educational system of his community. Your contribution is voluntary and should be given in terms of your experience.

Directions

Indicate your answer(s) in the appropriate space(s) with a check mark (✓).

1. Which of the following statements most accurately describe vocational education?

13 It has value for only the non-college bound student.

85 It has value for every student.

15 Emphasis in vocational education is on manual skills.

13 It has the status of academic education.

112 Vocational education is preparation for work as well as further education.

2. Have you ever taken courses in vocational education?

130 Yes

29 No

At what level? 13 Grade school 9 Two Year College  
96 High School 76 Four Year College

3. If you did not take courses, why not?

19 They were not available. 3 Not interested.

23 Preferred to take courses needed for college admission. 3 Advised not to.

- Grades not high enough.

3 Other, specify \_\_\_\_\_

4. Do the schools offering vocational programs in your community also have a job placement service?

96 Yes  
58 No

5. Do you want your children to take

12 Vocational education 124 Both vocational and college preparatory subjects.

8 College preparatory subjects

19 Does not apply

6. Would you support the spending of more money for vocational education in your community? 160 Yes      No. If yes, should increased money come from

93 Federal government

43 Private industry

86 State government

13 Tuition

64 Local government

66 All of above

3 Other, specify \_\_\_\_\_

7. Are there programs of vocational education available in your community? 160 Yes 3 No. If yes, at which of the levels listed below are vocational education programs provided?

41 Junior high school

118 Evening Adult Program

144 High schools

40 Industrial Plant Schools

95 Junior college

40 College

31 Other, specify \_\_\_\_\_

8. Have you ever advised or participated in deciding what educational courses should be offered in schools?

111 Yes 51 No If yes, did you participate as a

33 Parent

7 Student

16 Employer

5 School Board Member

76 Other, specify \_\_\_\_\_

9. Should there be greater emphasis on introducing the world of work in elementary school? 149 Yes 9 No



10. Have you ever visited a vocational school?

154 Yes 8 No

11. Check the category which most accurately describes your interest at this conference.

14 Employer 5 Employee

102 Educator - Unemployed

12 Student

32 Other, specify \_\_\_\_\_

NOTE: Some participants did not respond to all items of the questionnaire.

The following responses apply to items of PART I as indicated:

Objective #6

Reallocate existing available funds

Should not be subject to State control (Federal funds)

Utilize all funding sources

Promote foundations

General Education funds

Public Subscription for special projects

From Basic Education allotment

Objective #7

25 Post secondary Vocational-Technical School

5 Area Vocational Schools

3 Proprietary vocational schools

3 Elementary schools

Model Cities

O.I.C.

Objective #8

17 School Administrator

11 Advisory Committee member

11 Consultant

6 Vocational Education Director

6 Teacher

6 Coordinator

6 Educator

2 State Director of Vocational Education

2 Curriculum Coordinator

1 Student activist

- 1 State Advisory Council Member
- 1 National Advisory Council member
- 1 Private school official
- 1 National Urban League Representative
- 1 Community College President
- 1 Trade Association representative
- 1 Federal projects director
- 1 College president

Objective #11

- 3 State Advisory Council Member
- 3 Concerned citizen
- 2 National Advisory Council Member
- 2 State Department of Education
- 2 Professional Education Association
- Librarian
- Engineer
- Data processing consultant
- Educational program planner
- Manpower Planner
- Office for Civil Rights
- Asst. Director Manpower Programs
- Business and Industry Consultant
- Legislative Staff
- General Public
- Mayor's Office for Manpower
- P.T.A.
- CAMPS Committee

School Administrator  
State Fiscal Office  
National Urban League  
Vocational guidance  
Research Specialist  
Labor Advisor  
Vocational Teacher  
Model Cities program

APPENDIX IISECRETARY'S REGIONAL CONFERENCE ON VOCATIONAL  
EDUCATIONViews of Conference Participants - Part II

In order to assure that all participants at this conference have the chance to express themselves about issues in vocational education and to learn more regarding how people think about these issues, the following questions were designed. If you like, please take this opportunity to contribute your ideas based on your community and your own experience. There is no need to identify yourself.

Objective 1

To assess the extent to which the present program of education meets the career education needs of youth and adults in the community.

- 1-a. To what extent does the present school system in your community provide services for students entering the world of work immediately upon leaving school?

12 Most students looking for work have a job skill by the time they leave school.

32 About one half of the students looking for work have a job skill by the time they leave school.

117 Few students looking for work have a job skill by the time they leave school.

- 1-b. To what extent does the present school system in your community prepare students for further education upon leaving high school?

55 Most students are prepared for further education by the time they leave high school.

79 About one half of the students are prepared for further education by the time they leave high school.

23 Few students are prepared for further education by the time they leave high school.

- 1-c. Is the present school system in your community providing adult education for:

o re-entering the work force	<u>99</u> Yes	<u>41</u> No
o retraining to remain in the work force	<u>98</u> Yes	<u>45</u> No
o training for advancement in the work force	<u>102</u> Yes	<u>43</u> No

## Objective 2

To assess the extent to which the present total program of education meets the needs of the economy.

2-a. To what extent is the present system of education meeting the manpower needs of the economy of your community?

42 Most training programs are directed to the job demands of the community.

45 About one half of the training programs are directed to the job demands of the community.

62 Few training programs are directed to the job demands of the community.

2-b. To what extent do the major employers in your community hire persons trained by the schools of the community?

39 Most employers are able to locate the employees they need from the local schools.

61 About one half of the employers are able to locate the employees they need from the local schools.

43 Few employers are able to locate the employees they need from the local schools.

2-c. To what extent do the schools in your community provide trained workers for new employers moving into the community?

29 Most schools are flexible enough to provide the new training programs requested by employers.

36 About one half of the schools are flexible enough to provide the new training programs requested by employers.

80 Few schools are flexible enough to provide the new training programs requested by employers.

2-d. To what extent do employers work with the schools to define manpower needs and to participate in developing programs to meet these needs?

30 Most educational programs have active employer participation in the development of their curriculums.

NOTE: Some participants did not respond to all items of the questionnaire.

- 45 About one half of the educational programs have active employer participation in the development of their curriculums.
- 72 Few educational programs have active employer participation in the development of their curriculums.

What are the strengths and weaknesses of the present school system in meeting the needs of the economy in your community?

#### STRENGTHS

- 5 Apathy on the part of business and industry to become actively involved.
- 4 Program viewed to be only for dropouts, academic incompetents, etc.
- 4 Lack of job placement and follow-up.
- 2 Inadequate staff.
- 2 Teacher certification requirements are not realistic to needs.
- 2 Manpower data difficult to secure.
- 3 The interest, cooperation, and involvement of business, industry, and the community is high.
- 3 Responsive to community needs.
- 3 Good programs supported by a fine placement service.

#### WEAKNESSES

- 17 A need for greater involvement, commitment of business and industry resulting in a closer working relationship with education through advisory committees, part-time classroom instruction, job placement, etc.
- 11 A general unwillingness of school administration to change traditional practices, procedures, and attitudes.
- 7 Schools oriented to college-prep needs of the professional class while virtually ignoring the needs of individuals seeking training in the skilled trades.
- 6 Curriculum offerings not in tune with needs of business and industry -- need to involve business and industry in curriculum development.
- 5 Inadequate data of community and state manpower needs.



4 Community not large enough to employ its graduates requiring them to locate elsewhere.

1-d. Is the present school system in your community providing education in preparation for work to the following:

minorities 87 Yes 52 No

school drop-outs 92 Yes 49 No

handicapped 100 Yes 36 No

What are the strengths and weaknesses of the present school system in meeting the career education needs of youth and adults in your community?

#### STRENGTHS

- 7 Effective leadership in developing a total program of vocational education and changing of community attitudes.
- 5 Excellent facilities, area schools, good availability of programs even to small communities.
- 4 Interest in determining student's needs and how they can be served through vocational education.
- 3 Effective program at 11th - 12th grade is evidenced in placement of graduates.
- 3 Extensive community involvement in program -- employment of trainees and graduates, serving on advisory committee etc.
- 2 Vocational youth club.

#### WEAKNESSES

- 23 Little provision or concern within the school system for those students who are not college bound.
- 22 Curriculum is too general -- not enough depth in skill development or too limited a number of occupational programs offered.
- 15 Inadequate funds.
- 14 Lack of counselors trained to advise or counsel students on occupations.
- 12 Lack of facilities and equipment.
- 12 Lack of K-8 program.

- 7 Lack of trained teachers to teach vocational subjects (academic oriented rather than career oriented).
- 6 School administration (leadership) do not understand importance of career education or are not giving support to this type of program.

### Objective 3

To determine the role of vocational education in meeting career needs of youth and adults and of the economy.

3-a. To what extent should vocational education be available to high school students?

98 Most high school students should enroll in vocational education courses.

21 About one half of the high school students should enroll in vocational education courses.

3 Few high school students should enroll in vocational education courses.

3-b. To what extent should the public schools coordinate their resources with those of private schools and business and industry to insure preparation for employment or further education?

105 Resources should be shared among public schools, private schools, business, and industry.

11 Public and private efforts should be coordinated only for special groups, i.e., unemployed, handicapped, minorities, etc.

8 Public and private resources should be kept separate.

3-c. To what extent should job placement services be available to persons leaving school? Job placement services should be available for:

119 Most students

5 About one half of the students

0 Few students

3-d. To what extent should vocational counseling be available to high school students?

124 Most high school students should have vocational counseling.

1 About one half of all high school students should have vocational counseling.

0 Few high school students should have vocational counseling.

Suggest what the role of vocational education should be in meeting the career needs of youth, adults and the economy?

- 4 Guidance personnel too "hung-up" on college for college sake -- counseling for work preparation practically non-existent.
- 3 Lack of placement service for students wishing to enter world of work.
- 2 Too many teachers involved in too many non-teaching duties.
- 2 No accountability required of teachers -- tenure "locks-in" poor instruction.
- 2 Funding policies often too rigid thus restricting flexibility in planning of local programs.
- 13 Better counseling programs at all educational levels -- including adults.
- 11 Vocational education should be the agency through which all children and adults obtain career information -- a single introduction to world of work in early grades; a complex overview in secondary; and specific training in chosen area at the post secondary level.
- 8 A need to involve and to utilize the resources of business-- industry -- labor -- education in a cooperative commitment to: 1) Development of accurate job need - student need data, 2) industry involvement in the training, 3) Occupationally oriented training programs, 4) a functional placement service component.
- 6 All youth should have a marketable skill upon leaving high school.
- 5 Vocational education must be done in tune with manpower needs and realistic entry into union membership.
- 4 All students upon leaving high school should have had an in-depth interview regarding career opportunities.
- 3 Provide educational services to all parts of the economy so that no business, agency, conglomerate, etc. will ever need to turn to any but an educational source for its training needs.
- 3 Offer more programs that can be pursued on a part time basis at hours convenient to the individual rather than the school.

#### Objective 4

To suggest means by which the existing educational system can be improved in efficiency and effectiveness to insure the preparation of every person leaving school for either employment or further education.

#### Directions

Check (✓) the items listed below which would improve the efficiency and effectiveness of the educational system. Add items which have been omitted.

- 94 Integrate general and vocational education.
- 36 Contract with private schools to help prepare every person for employment or further education.
- 51 Provide incentives for private industry to help prepare every person for employment or further education.
- 51 Develop multi-media instructional materials for use in the home to prepare every person for employment or further education.
- 54 Expand the school year to 12 months.
- 21 Provide parents with educational vouchers for purchasing the instructional services desired for their children.
- 11 Other, specify.

Special summer school programs should be offered.

Clean out the "dead wood" among teachers, administrators, program planners.

Emphasize education -- not Vocational education, college preparatory, etc.

Provide parents with career education information.

Establish a central planning committee at community level to pool and share available resources for related laboratory experiences for students.

Provide better placement services.

Recognize vocational education as a valid educational discipline rather than dissipating its effectiveness by integrating into other disciplines.

Greater use of 3, 6, or 9 week exploratory courses to introduce students to a wider spectrum of the World of Work.

Improvement in the system will not come until parents, high school counselors, and business and industry accept the fact that a college degree does not mean instant success nor is the individual a failure who does not go to college.

Better understanding by all towards the World of Work.

More funds.

Place requirement upon states to budget adequately for vocational education to receive federal funds.

Provide community career centers where high school students can receive training in their chosen careers and not coupled with regular classes in school.

Eliminate: 1) 8:00 - 3:00 school day, 2) semesters and grading periods, 3) grades, 4) time units on learning.

Emphasize youth organizations in vocational education.

School year should be of 4 equal quarters with the possibility of attending all quarters.

Clarify goals -- be realistic.

Emphasize the teaching of attitudes and provide greater effort toward exploration of vocations.

Must understand motivation, interest, and sincerity of students. Our biggest concern is to help the unconcerned student, K-12 and above, to plan a future for himself.

Establish "World of Work" program-K-7; Career Orientation-8-10; skill training- 11-14; Re-enter and retraining--11-14.

Higher standards for teachers eliminate tenure.

Vocational education must coordinate all efforts to make this education available to all persons who need it.

School system offers many exploratory programs in vocational education but do not have flexible schedules to permit all students to take advantage of the offerings.

Vocational education should not be totally responsible for any of the listed areas but should share the responsibility with all areas of education.

Much has to be done in curriculum revision before vocational education can accept its full responsibility and held accountable.

An integration of attitudes into the general education program.

Greater vocational and occupational preparation of high school teachers.

Objective 5

To identify the areas of improvement in the total educational system for which vocational education should be responsible.

Directions

Check (✓) the items listed below for which vocational education should be responsible; add items which have been omitted.

- 97 Orientation to the world of work
- 90 Work study experience throughout junior and senior high school
- 90 Assuring every student a marketable skill
- 97 Vocational counseling for all students
- 85 Educational credit for work experience
- 46 Educational credit for home study
- 89 Vocational exploration to facilitate occupational choice
- 51 Appreciation of ethnic cultures
- 88 Occupational preparation of post secondary students
- 94 Occupational preparation, retraining, and upgrading of adults
- 2 Other, specify
  - National Urban League
  - Vocational guidance
  - Research Specialist
  - Labor Advisor
  - Vocational Teacher
  - Model Cities program



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U.S. Postal Service  
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William Gellman  
National Advisory Council  
on Vocational Education  
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Robert K. Gray  
State Board of Vocational  
Education  
Springfield, Illinois

Rudolph V. Green  
The American College Testing  
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Northbrook, Illinois

Newton Grobe (Mrs)  
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Harry Hagerman  
State Board of Vocational  
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Chester G. Hall, Jr.  
National Restaurant Association  
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Glendis Hambrick  
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Robert P. Hanrahan  
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Lawrence J. Harman  
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Harold E. Heldreth  
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Bobbie J. Hentschel  
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Crete, Illinois

Philo K. Holland, Jr.  
The Sears-Roebuck Foundation  
Skokie, Illinois

Connie Hooks  
Federal Aviation Administra-  
tion  
Chicago, Illinois

Lee A. Iverson  
Dept. of Children & Family  
Service  
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Charles E. Johnson  
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Oak Park, Illinois

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Laura K. Kaus  
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Secondary Com.  
Chicago, Illinois

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Kevn E. Martin  
Future Farmers of America  
Edelstein, Illinois

Clifton H. Matz  
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Champaign, Illinois

Ronald D. McCage  
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Mary B. McDonough  
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William H. Meardy  
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Association  
Evanston, Illinois

Omar D. Mumey  
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of Staff  
Knoxville, Illinois

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Vocational Education  
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Kate Nelson  
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Cities  
Chicago, Illinois

Paul Pair  
Control Data Institute  
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Skokie, Illinois

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Dennis R. Schmidt  
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Harry W. Sears  
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S. James Sennes  
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Education  
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Warner Sevander  
P.O. and C.M.I.A.  
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Gertrude W. Thompson  
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Opportunities  
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Merces D. Turner  
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Wapella, Illinois

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Dr. Isaac K. Beckes  
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West LaFayette, Indiana

Roger D. Foulks  
Future Farmers of America  
West LaFayette, Indiana

Thomas G. Garrison  
MSD of Wayne Township  
Indianapolis, Indiana

Donald E. Gavit  
City of Hammond  
Hammond, Indiana

Jerry W. Gilley  
Distributive Education Clubs  
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Vincennes, Indiana

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State Board of Vocational and  
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Terre Haute, Indiana

Robert H. James  
ITT Educational Services  
Indianapolis, Indiana

Gwendolyn V. Jefferson  
Governor's Office of  
Community Affairs  
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William E. Martin  
Fort Wayne Community Schools  
Fort Wayne, Indiana

Francis C. Morrison  
Upper Wabash Vocational  
School  
Wabash, Indiana

John A. Norris  
Indiana State AFL-CIO  
Indianapolis, Indiana

James G. Porter  
Mayor's Committee on Social  
and Economic Opportunity  
East Chicago, Indiana

Raymond W. Rizzo  
Indiana Legislative Council  
Indianapolis, Indiana

Athel D. Shoemaker  
Indianapolis Public Schools  
Indianapolis, Indiana

Charles D. Walker  
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Indianapolis, Indiana

Betty Watts  
Education Spec. Model Cities  
Indianapolis, Indiana

Glen White  
Model Cities Programs  
Indianapolis, Indiana

Jewitt L. White  
School City of Gary  
Gary, Indiana

Thomas R. White  
Indiana University  
Bloomington, Indiana

Raymond P. Winegard  
General Consultant  
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State Department of Education  
Lansing, Michigan

Theressa B. Brinson  
Detroit Board of Education  
Detroit, Michigan

Elsa S. Cooper  
Elsa Cooper School  
Detroit, Michigan

Lawrence F. Davenport  
National Adv. Council on  
Vocational Education  
Flint, Michigan

Herbert L. Howell  
Jackson Community College  
Jackson, Michigan

Donald C. Leverenz  
Wayne County Inter. School  
District  
Wayne, Michigan

Charles D. Moody  
Program for Educational  
Opportunity  
Ann Arbor, Michigan

Carl W. Morris  
Michigan Association of School  
Boards  
E. Lansing, Michigan

John D. Morton  
Chrysler Motors Corporation  
Center Line, Michigan



MICHIGAN (Cont'd)

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Ingham Intermediate School  
District  
Mason, Michigan

Joseph V. Tuma  
AMIDS  
Detroit, Michigan

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Crysler Institute Corp.  
Detroit, Michigan

Bert C. VanKoughnett  
School District of the City  
of Pontiac  
Pontiac, Michigan

Gerrit H. Wiegerink  
Muskegon Public Schools  
Muskegon, Michigan

MINNESOTA

Barbara Barduson  
Future Homemakers of America  
Hastings, Minnesota

Rodney W. Hale  
Park Senior High School  
Cottage Grove, Minnesota

Hal Birkland  
State Dept. of Education  
St. Paul, Minnesota

Warren H. Hutchens  
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St. Cloud, Minnesota

Luther Brown  
Learning Resources Services  
St. Cloud, Minnesota

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Minneapolis, Minnesota

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Enright & Associates  
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St. Paul Public Schools  
St. Paul, Minnesota

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Schools  
Little Falls, Minnesota

Duane R. Lund  
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St. Paul, Minnesota

Martin J. Lynch  
Park Senior High School  
Cottage Grove, Minnesota



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Osseo, Minnesota

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OHIO

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Cleveland, Ohio

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Shaker Heights, Ohio

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Columbus, Ohio

George G. Greenleaf  
Ohio Grain, Feed & Fertilizer  
Association  
Worthington, Ohio

Donald V. Healas  
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Cleveland, Ohio

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Home Study Inst. Div.  
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Columbus, Ohio

H. K. Johnston  
National Urban League, Inc.  
Akron, Ohio

Saul Komessar  
SCOA Industries  
Columbus, Ohio

Max J. Lerner  
Ohio Advisory Council on  
Vocational Education  
Elyria, Ohio

Joseph A. Lesak  
Mentor Exempted Village  
Schools  
Mentor, Ohio

Walter Lund  
Cincinnati Public Schools  
Cincinnati, Ohio

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Div. of Vocational Education  
State of Ohio  
Columbus, Ohio

William R. Mason  
Addressograph-Multigraph Corp.  
Euclid, Ohio

Harold F. Miller  
Mahoning County Joint Voc. School  
Canfield, Ohio

William F. Moyer  
National Urban League, Inc.  
Akron, Ohio

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Ervin E. Reed  
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State Dept. of Urban Affairs  
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WISCONSIN

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Southwest Wis. Vocational  
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Fennimore, Wisconsin

Josephine Balaty  
Wisconsin Nurses Association  
Milwaukee, Wisconsin

Alfred L. Block  
Franklin Public Schools  
Franklin, Wisconsin

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Wisconsin Board of Voc. Tech  
& Adult Ed.  
Madison, Wisconsin

Charlotte L. Brainerd  
Southwest Wis. Voc.-Tech.  
Dist. #3  
Fennimore, Wisconsin

Roxi Brice  
Nat'l V.P. of Central  
Region, FBIA  
Eau Claire, Wisconsin

Donald M. Brill  
WBVTAE  
Madison, Wisconsin

Richard J. Brown  
Nicolet College  
Rhinelander, Wisconsin

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Wisconsin State University  
Whitewater, Wisconsin

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Waukesha, Wisconsin

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Kenosha, Wisconsin

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Instruction  
Madison, Wisconsin

Edward C. Garthwaite  
Mercury Div. of Brunswick Corp.  
Fond du Lac, Wisconsin

Maud R. Gilbert  
Methodist Hosp. & School of  
Nursing  
Madison, Wisconsin

Rolland W. Graf  
Kenosha Technical Inst.  
Kenosha, Wisconsin

Harold H. Halfin  
Stout State University  
Menomonie, Wisconsin

Howard M. Heigl  
Racine Technical Inst.  
Racine, Wisconsin

Sidney Heller  
United Technical Institute  
Milwaukee, Wisconsin

Henry Herzing  
Herzing Institutes  
Milwaukee, Wisconsin

Drue K. Hill  
Dist. Ed. Clubs of America  
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WISCONSIN (Cont'd)

Paul R. Hoffman, Stout State  
University  
Dept. of Rehab. & Manpower  
Menomonie, Wisconsin

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Janesville, Wisconsin

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Dist. 17  
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Future Homemakers of America  
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Germantown Dist. Schools  
Germantown, Wisconsin

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Fond du Lac, Wisconsin

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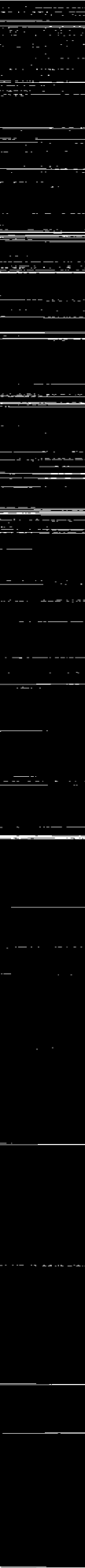
Paul L. Speight  
Cooperative Educational Svc.  
Agency #10  
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OTHER:

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USOE/BAUTE  
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Manpower Task Force  
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Orienna Syphax  
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Washington, D.C.

## HEALTH, EDUCATION AND WELFARE

## SECRETARY'S CONFERENCE ON VOCATIONAL EDUCATION

May 18-19, 1971      Chicago, Illinois      The Sherman House

CONFERENCE AGENDAMay 18, 1971

8:00 a.m. CONFERENCE REGISTRATION

9:00 a.m. GENERAL SESSION      Louis XVI Room

General Conference Chairman  
Hugh Muncy, Executive Director  
Illinois Retail Merchants Association

Welcome -- Miss Marian Mlay  
Acting Regional Director  
Health, Education and Welfare

Format of Conference -- William L. Lewis  
for the Regional Commissioner of  
Education

Conference Definitions -- William L. Lewis  
Regional Director  
Adult, Vocational and Technical Education

9:30 a.m. The Present Status of Education in Meeting the  
Career Education Needs of Youth and Adults.

Paul Briggs, Superintendent  
Cleveland, Ohio, City Schools

9:50 a.m. The Present Status of the Total Educational  
System in Meeting Manpower Needs.

Philip Lerman, Chairman  
Department of Industry, Labor, and  
Human Relations, State of Wisconsin

10:10 a.m. Panel: Reactions and Questions

Rev. John Erwin  
PACE Institute  
Chicago, Illinois

George G. Greenleaf  
Ohio Grain, Feed & Fertilizer Assn., Inc.  
Worthington, Ohio

Robert Hewlett  
State Board of Vocational & Technical  
Education, Indianapolis, Indiana

May 18, 1971 (continued)

- 10:30 a.m. BREAK
- 11:00 a.m. Small Group Discussions  
(See supplement for room assignments and discussion leaders)
- 12:30 p.m. LUNCH (on your own)
- 2:00 p.m. GENERAL SESSION Louis XVI Room  
The Relevancy of Vocational Education in Meeting the Needs of the Economy.  
Howard Wiechman, National Administrator  
Technical and Vocational Education  
Portland Cement Association  
Skokie, Illinois
- 2:20 p.m. Panel: Reactions and Questions  
Samuel Shapiro  
Laborer's District Council of Chicago  
Chicago, Illinois  
Byrl Shoemaker  
Division of Vocational Education  
State Department of Education  
Columbus, Ohio  
Fred Unruh  
Chrysler Institute  
Chrysler Corporation  
Detroit, Michigan
- 2:40 p.m. BREAK
- 3:00 p.m. Small Group Discussions
- 4:30 p.m. Adjournment of First Day of Session

May 19, 1971

- 9:00 a.m. GENERAL SESSION Louis XVI Room  
The Relevancy of Education to Meeting the Career Education Needs of Youth and Adults.  
Haron J. Battle, Assistant Superintendent  
School City of Gary  
Gary, Indiana



May 19, 1971 (continued)

9:30 a.m. Panel: Reactions and Questions

Henry Herzing  
Herzing Institutes  
Milwaukee, Wisconsin

John Norris  
Indiana State AFL-CIO  
Indianapolis, Indiana

Joseph Tuma  
Area Manpower Institute for Development  
of Staff  
Detroit, Michigan

10:00 a.m. BREAK

10:30 a.m. Small Group Discussions

12:00 p.m. LUNCH (on your own)

1:30 p.m. GENERAL SESSION

Louis XVI Room

Chairman -- William L. Lewis

Vocational Education for the '70's.

Edwin Rumpf, Director  
Vocational and Technical Education  
U.S. Office of Education  
Washington, D.C.

1:50 p.m. Panel: Reactions and Questions

Joseph Dixon  
Chicago Board of Education  
Chicago, Illinois

Eugene Lehrmann  
Wisconsin Board of Vocational, Technical  
and Adult Education  
Madison, Wisconsin

James Porter  
Mayor's Committee on Social and Economic  
Opportunity  
East Chicago, Indiana

2:10 p.m. Floor Discussions--Reactions from Participants

2:45 p.m. Summary and Closing Remarks

7:00 p.m. CONFERENCE ADJOURNED

## SMALL GROUP DISCUSSIONS

The following rooms, located on same floor as Louis XVI Room, will be used for the small group discussions. Discussion group assigned to is indicated by a numeral in the lower right hand corner of identification badge.

<u>Discussion Group</u>	<u>Assigned Room</u>	<u>Group Leader</u>	
1	Gold	James Galloway	Illinois
2	Ruby	Ed Harris	Illinois
3	Old Chicago	Max Eddy	Indiana
4	Life	Thomas White	Indiana
5	French	Phillip Bailey	Michigan
6	Orchid	Bud Jagusch	Minnesota
7	Holiday	Don Healas	Ohio
8	Emerald	Richard Macer	Ohio
9	Jade	Donald Brill	Wisconsin
10	Polo	Harry Drier	Wisconsin

Recorder for each group will be named by Group Leader.

Conference participants will need the following materials for use in the discussion group sessions:

<u>Session</u>	<u>Materials Needed</u>
11:00 a.m., May 18	Views of Conference Participants-Part I Views of Conference Participants-Part II Objective 1 and Objective 2
3:00 p.m., May 18	Views of Conference Participants- Part II Objective 3
10:30 a.m., May 19	Views of Conference Participants-Part II Objective 4 and Objective 5

